

INTRODUCTION

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far from clean in another. I have had many cases of children who were perfectly clean and independent as regards the bowel from one and a half years, but difficult and dirty with regard to bladder control up to three or four years and even later. Cleanliness is by no means a single factor. Moreover, the child may be clean and responsible when in the hands of one adult, and not with another. I quote later on (p. 330) a little girl who was obstinately constipated, but volunteered to a new nurse, " I will do my ' duty' for you."

At various later points, I shall be able to bring out another set of facts of the greatest relevance to rating scales and developmental schedules, namely, the way in which children who have been " conditioned " to clean habits in the earliest weeks, and appear to have established such habits perfectly, may break down completely later on, and show a further period of months, or even years, in which they are extremely difficult and dirty. These facts are unintelligible on any quantitative approach, and can only be understood in terms of qualitative emotional experience.

In general, one can say with regard to development under five years, that *what a child does for one person under certain conditions is no reliable index of what he may do for another person in another situation.* The state of flux of the affective-conative trends in the mental life of young children is bound to influence their particular response in any given situation, and that in a way which cannot be predicted on the basis of simple inspection of previous reactions to previous situations, unless the inner aspects of these events in the psychic life of the child have been understood. Moreover, the hair trigger action of external events (for example, loss of the nurse or the mother, severe treatment for bed-wetting,

forcible interference
with thumb-sucking, unhappy experiences with
other chil-
dren, etc.) causing a profound redistribution of
internal forces
at any point of experience, may alter the course
of the child's
development in a way that could hardly be
foreseen at an
earlier age. There is great need for a new
critique of rating
scales and developmental schedules on the basis
of the educated
clinical judgment of investigators with a psycho-
analytical
training. In my third volume in this series I
hope to present
two parallel pictures of one child, as he was
superficially
observed in the school and as he was seen
through the analytic